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ABSTRACT

Once the possibility of a rescheduled school year has been broached, staff inservice should be underway. Such variables as variations in the number of schools or pupils involved, the makeup of districts or communities, and differences in local policy or State regulations, as well as financial resources or personnel available, preclude designating "only one right way" to move into a year-round operation. However, in order to answer questions, it is essential that accurate information regarding the plan proposed, or options available, be made known to staff and community -- simply and immediately. Guidelines are offered for those administrators and staff members who might be forming committees to inform the community and implement adoption of an extended school year. (Author/MLF)

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STAFF INSERVICE

A SIMULATION NOTEBOOK

PRESENTED AT

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

CHICAGO, ILLINOIS

APRIL 30 - MAY 3, 1974

by

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EA 006 097

STAFF INSERVICE

Miss Barbara Root

Developing a Background of Information

Once the possibility of a recalendared school year has been broached, staff inservice is underway. Variations in the number of schools or pupils involved, the make-up of districts or communities, and differences in local policy or state regulations, as well as financial resources or personnel available, make it impossible to say there is "only one right way" to move into a year-round operation.

Experiences of districts already involved in a rescheduled school year have pointed out certain factors to be considered. Foremost among these are three basic questions:

1. Why is year-round school being considered?
2. What do the proponents hope to accomplish?
3. How can implementation best be achieved at this particular site and/or in this particular district?

In order to answer these (and other) questions, it is essential that accurate information regarding the plan proposed, or options available, be made known to the staff and community both simply and immediately. Hopefully, site and district administrators will already have had the opportunity to become familiar with the year-round school concept before the staff and community become deeply involved. (Attachment 1)

Basically, there are two reasons for a recalendared school year; one, to provide additional space to house pupils; the other, to provide a better school experience for pupils. A third reason would be to implement a combination of both. Whatever the reason, central administration should be prepared to provide both literature and personnel to assist site administrators in familiarizing themselves with the plan to be implemented or the alternative plans to be considered. These services might include:

- disseminating information regarding plans already in operation.
- providing bibliographies of current literature available for use by study groups or committees.
- obtaining films featuring year-round operations.
- inviting personnel from districts already operating year-round programs to be speakers, resource people, discussion leaders, etc.

Central administration must play a leading role in all phases of development.

Introduction

- issue a clear, simply-worded statement of needs and benefits (and relationship to community goals, if applicable).

Planning

- make basic long-range plans that are flexible, adaptable, and offer alternatives.
- provide printed material and personnel to inform all segments of the staff and community regarding the plan.

Implementation

- put the plan into operation - even a small start is better than none. Feasibility and commitment must be evident.
- prepare to cope with reservations and objections.

Follow-up

- evaluate the program.
- make adjustments as needed.

These responsibilities point out that inservice activities are on-going and apply to the community as a whole as well as individual site staffs.

If the year-round plan to be implemented has already been selected, the staff must proceed from this point. If the plan has not been selected, this must be given first priority. Staff or district committees should be organized to study the various recalendaring plans already in operation or to develop a new one. Whatever the case, as with administrators, the key activities should be read and talk.

The same materials and information previously provided to administrators can now be used with site staffs. If there is a choice to be made, the entire staff should examine and analyze the wide variety of plans available. Committees to study each plan that seems feasible should then be formed. The site administrator should serve as a resource person to each committee and assist in any way possible - clarifying legal or policy questions, explaining budget limitations, obtaining materials or resource people to meet with committees, etc. At the conclusion of their studies, the various chairmen will use the information

gathered to develop comparisons regarding costs, benefits, or other pertinent data regarding each plan not only as it applies to the immediate reason for embarking on the study, but also to site or district goals. Phase I, selecting a plan, should be completed as rapidly as possible so that staffs may get on with Phase II, their study of the plan chosen.

In both Phase I and Phase II, when more than one school is involved, a basic plan and district guidelines must be adopted; hopefully, from recommendations of involved staff and citizens.

Since a selling point for any plan will be the benefits it produces both to individuals and districts, the plans must be adaptable to the conditions and resources of each individual school or district. Appropriate district study committees might include:

- year-round school plans (all types or variations of a specific type).
- feasibility of implementing a selected plan.
- legal and budget considerations of year-round operation.
- communication and public relations.
- evaluation.

When these committees are formed, widespread discussion (if rumors haven't already seeped out) will begin. At this point, it will be most helpful if a carefully prepared Board or district statement is issued. The statements should clearly indicate the reasons for, and benefits of, year-round operation as these are essential to purposeful, realistic, and rational discussion. (Attachment 2)

Since certain questions and fears can be anticipated, printed information should be available before, or in conjunction with, any announcement to the general community. This information can also be used to provide the basis for the site administrator's preliminary staff inservice activities either before or at the time of the general announcement.

As you are aware, a potential change in life-style always brings forth emotional reaction. When educational change is proposed, certain groups, both within the profession and the community, will seize this opportunity to become divisive and to incorporate "problems" in any planned change. These negative groups are usually motivated by apprehensiveness or reluctance to change, or a desire to enhance their image through attack on a school, an administrator, the district, or on education in general. Issuance of a definitive statement by the Superintendent and/or Board of Education will put the site staff and administrator on firmer ground as to purpose and benefits of a chosen plan.

This statement, coupled with a common background of knowledge, is essential since all administrators involved will be on the firing line. Ill-informed leaders cannot cope with the opposition's half-truths, and inaccuracies or misinformation can lead to disaster. In addition, if the plan is to involve many schools, site and central administrators should conduct preliminary discussions to establish ground rules, determine budget limitations, and explain legal technicalities before the question of year-round operation is presented to the general public. In many instances, key teachers, student leaders, and community representatives, as well as teacher organizations, should be involved in these informational meetings. A few members of this

group might serve later as the nucleus of a steering committee which would include site administrators, several teachers and parents from each school, a teacher's organization representative, and student leaders, if appropriate.

To date, most districts have gone into year-round operation to provide needed additional facilities that are unavailable because of extremely rapid growth or defeated bond issues. However, most administrators, and many teachers, also have a strong desire to seize upon this calendar change to provide a better quality of education for children. How, and if, this can be incorporated will be dependent on the current local situation; resources available, nature of present curriculum, capacity of existing facilities, present and predicted enrollment, changes or improvements desired, and public feeling.

If a school or district has involved citizens and civic leaders in the establishment of goals, these goals can frequently be incorporated in the written plan for year-round school and will add support to proposed changes or improvements. When these goals involve instructional or organizational change, lower adult/pupil ratio or differentiated staffing, minor structural changes or use of classrooms for other purposes, and are not already part of an ongoing program, they can be readily incorporated as part of a basic plan that will provide alternatives to a formerly traditional program. How such goals can be incorporated and implemented becomes part of the site committee's planning.

Participants are reminded that regardless of how or why the possibility of year-round school is initiated, some resistance (both staff and community)

is inevitable; but this occurs (and is expected) when any change is proposed. Since the recalendared school year requires a change of life-style, vacations, babysitting, or the work year can become major issues. As you might expect, when resistance is encountered it is largely typified by emotionalism or concern for personal inconvenience (real or imagined). Many "straw men" will be presented, but basically people want to know pretty much the same thing, "how will this affect me?" Consequently, the sooner staff members can be organized to find answers to their question, the more successful the implementation will be. (Attachments 3,4, and 5)

Staff Planning and Organization

Site inservice activities are of the utmost importance to the successful introduction of the recalendared year. Whether implementation of the new calendar is a staff choice or imposed by a higher level, the site administrator must be well informed and prepared to provide leadership to his staff as they organize into committees or set up study sessions.

If the proposal for year-round school comes from the district or Board of Education, the site administrator can test his ability to answer questions or put his point across at the first staff discussion of year-round school. In many instances, site initiated change has proceeded a district mandate. In such situations, staff commitment has facilitated implementation of the recalendared year.

In planning inservice activities, a small staff may want to be involved in all discussions while this procedure might be cumbersome with a large staff. In either case, committees should be established to deal with these topics:

- alternatives
- communication
- curriculum
- evaluation
- facilities
- personnel
- pupil assignment
- reporting and record keeping

Some sites or districts may want to involve parents and other community representatives on these committees. Such involvement frequently pays off when small, but vocal, groups attempt to block implementation of a year-round program.

Committees should be composed of staff personnel representing various levels involved (e.g. primary - intermediate - upper) and departments or divisions (e.g. custodial, secretarial, auxiliary services). If parents are to be involved, representations from various school-connected groups or parent volunteers who are already familiar with the school, programs, facilities, and general operation, will be of most value. While site administrators will play a leadership role in these site inservice activities, a large part of the inservicing will be performed by the staff itself through its committee work. (Attachment 6)

Alternatives

A committee to examine alternatives can be of value by providing a bridge for change. It may wish to examine:

- alternatives to a year-round schedule
- alternative schools within a district
- alternative programs (e.g. traditional and innovative) within a site
- alternative assignments for pupils
- alternative staff assignment

The availability of alternatives appears to be more important than the exercising of the alternatives. In providing alternatives, the possibility of coming into a program is equally as important as the opportunity to withdraw.

Communication

The responsibility of the communication committee will be to determine what type of information is needed, and to recommend the form it will take and how it will be disseminated. Participating districts have found these to be successful techniques:

- neighborhood coffees held during the morning, afternoon, and evening hours.
- individual site communications dealing with the basic plan, explanations, or detailed information about frequently asked questions.

- district prepared letters, bulletins, and calendars to assist parent understanding.
- programs for PTA etc. featuring year-round school and related programs (multigrading, open-space, etc.)
- presentations or discussions lead by personnel from districts already involved in year-round operation.
- on-site meetings with administrators, teachers and parents of currently participating year-round schools who can reply to both positive and negative reactions.
- teachers or administrators serving as speakers for service club meetings.

Large, unstructured meetings have been found to be the least productive as they produce opportunities for malcontents to harangue on a variety of subjects (frequently unrelated to the topic) and for opportunists to use the meeting as a platform for political or pressure group purposes. (Attachment 7)

Curriculum

The curriculum committee's work is of greatest importance when curriculum change or improvement is planned. No matter what type of program is involved, at some point a good look at curriculum is essential. One successful way is to establish a steering committee composed of parents, teachers, administrators, and in some instances, pupils. If school or community educational goals have been established, these should form the basis for planning as the district-wide steering committee determines:

- what kind of program do we ultimately want?
- how do we go about accomplishing this?
- what do we need to reach our goal?
- how much can we accomplish now?

Each site committee should feed information into a district committee, as in most instances there is a need for higher level participation and coordination. The district curriculum committee should be composed of administrators, teachers representing different levels, and district personnel representing the various curriculum areas.

Since the work of this district committee is exportable and may serve as a basis for change for an entire district, it is advisable to put some "seed money" into its work. Substitute teachers could be provided for several all-day sessions or teachers could be paid to participate in several Saturday curriculum workshops. These procedures lead to a more relaxed atmosphere and, consequently, more positive and constructive participation. (Attachment 8)

The first meeting should be extremely informal. Teachers should be encouraged to express any fears or concerns brought up at local committee meetings. There should be free exchange between teachers, curriculum specialists and other resource personnel. Site administrators will probably learn most by assuming a somewhat passive role, observing general reactions and pin pointing recurring concerns. There may be wide diversity in the readiness for, or desire of, staffs and administrators to capitalize upon the opportunity for change that is created by rescheduling the school year.

Where districts have in the past produced considerable amounts of curriculum materials geared to grade levels, there may be considerable resistance to change. However, it appears that many districts have already moved toward more personalized or individualized instruction and revisions of old guides and new curriculum materials are less directive and more flexible.

In situations where teaching is (and will remain) traditional, teachers will find that little curriculum change is needed, but some adjustments in timing will be needed to accommodate vacation breaks. A four track system does, however, mean that most schools will find multigrading a necessity. This is most readily accepted where the multigrade or ungraded concept has already been incorporated in the program before the introduction of a year-round calendar. (Attachment 9)

Facilities also are involved where construction and programs have been strictly traditional. Curriculum will probably be the greatest area of teacher concern. Districts with contemporary facilities and more flexible programs seem to fall into year-round operation quite easily and naturally as this adjustment has already taken place and an acceptance of change has been established.

Only schools following the integrated day concept will be completely prepared as far as curriculum is concerned. State mandated use of grade level texts and designated units can be a problem in curriculum change for both year-round and traditionally calendared schools. It may be that curriculum should be tied to three-week rather than nine-week segments in order to accommodate the moving in and out of vacationing tracks and still maintain continuity.

While loft or open-space construction is ideally suited to the year-round concept, the curriculum will present more transition problems than for a traditional program. Schools that follow more contemporary concepts and have adopted the British primary philosophy that not every child must have every experience will encounter less difficulty.

In areas where change was contemplated, teachers wanted:

- released time to visit schools operating the desired program.
- classes (college or district sponsored) tailored for year-round school.
- additional materials suited to more multilevel and individualized instruction.
- commitment from the district curriculum resource staff.

In other words, teachers want security and the assurance that help will be available not only during the initial phases, but as they progress through the various phases of anticipated change.

The district curriculum committee will need to consider all these factors as they apply to the individual schools and the district as a whole. The extent to which the curriculum can be revised will be dependent on funds available, school needs, and district philosophy.

The resultant work of the committee, as developed by the program specialists, should be presented to and accepted by the participants before final publication. As soon as the final drafts are ready, all teachers assigned to the

year-round schools should meet with the curriculum specialist(s) directly responsible for review and questions. Districts may want to service several small staffs at one meeting, divide staffs into primary, intermediate, and upper levels, or meet individually at each site depending on the time available, materials produced, and financing.

Evaluation

The evaluation committee will want to study the findings of districts already involved in the program in order to determine whether or not any additional data are needed to substantiate the selection of the year-round program as an educationally beneficial and financially sound alternative as it applies to local needs and goals. Areas that might be included are:

- an attitudinal survey of parents, pupils and staff (teaching, administrative, secretarial, custodial).
- an assessment of achievement of pupils on a year-round schedule as compared to a traditional schedule.
- a comparison of pupil and teacher absenteeism.
- a comparison of incidences of vandalism, etc., or updating as appropriate or necessary. (Attachment 10)

Facilities

Work of this committee can be of a major or minor nature. Some districts have moved into year-round programs with little or no concern for storage

problems, while others have spent considerable sums of money to make the sharing of three rooms by four teachers and their pupils considerably easier. If the local budget allows for purchase of storage facilities, minor structural changes, or use of classrooms for other purposes, this committee will have extensive involvement as it considers:

- type of program desired or in operation (e.g. open-space, teaming, multilevel or individualized instruction).
- storage facilities available or desirable.
- structural changes proposed.
- usage of rooms freed for other purposes.
- unit or classroom assignments for each four teachers and rotation sequences.

The type of existing school construction, or the opportunity to remodel, will largely determine the need for rotating classroom usage and for additional storage space. When four teachers occupy three self-contained classrooms on a rotating basis, some inconvenience can be expected. This inconvenience is the chief complaint of teachers on a four track schedule. In schools with stairs or many steps and where classes of unlike grade levels require furniture change as classes rotate through the three classroom units, the workload and inconvenience to custodians is greatly increased. Where funds are available to provide additional storage for teachers and pupils, or remodeling to open walls or provide minor building alterations, such as ramps, many of these problems can be overcome or at least reduced.

Another factor to consider is building usage. Some schools may be required to make full use of existing facilities; while in other instances, schools may choose a year-round calendar in order to release classrooms for special purposes such as libraries, media centers, or other uses that will contribute to curriculum change or improvement. When this, or a combination of added and freed space is possible, school established goals and community feeling may open the door to complete program revision or provide the opportunity to offer both traditional and new or alternative programs within a school. Open-space schools are best suited to the 45-15 year-round operation since common space is already shared, instruction is more apt to be on an individual basis, and teachers have already accepted change.

The recommendations of this committee should include input from classified and certificated staff as well as parent representatives. All recommendations of this committee should be feasible, but not necessarily limited to what is currently available. If program change and improvement are goals of the school or district, considerable effort should go into relating the work of this committee with the work of the curriculum committee. In situations where no assistance is planned, the work of this committee will be limited as they will only need to deal with the use of available storage space, room assignments, and a classroom rotation plan.

Personnel

The responsibility of this committee is to recommend a method of assignment for teachers. In certain instances methods by which teachers may transfer into or out of year-round school may also need to be determined. In addition, the committee may need to operate within conditions laid down by teacher

organizations and within district guidelines. In some instances choices may present no problem, but in others some priority must be determined. It is best to determine the method before problems arise. Seniority and qualifications appear to be the leading factors in current determination by districts operating year-round programs. In districts where not all schools are operating on a year-round schedule, problems can be averted by providing an "open door" policy for both staff and pupils.

Suggested activities of this committee would be:

- determine staff intention to remain in program or transfer.
- determine assignment preferences and multigrade choices.
- chart above using predicted enrollments to see where conflicts or vacancies occur.
- devise plans to reconcile any staffing problems.
- make recommendations of compatible team assignments if this is not an administrative responsibility.

Pupil Assignment

If a 45-15 four track system is used, the committee concerned with pupil assignment must recognize that this tracking produces four small schools within a school. When the school population is divided into four sections, it becomes apparent that a new system of assignment to classes must be devised as tracks must remain balanced and multigrade classes are inevitable. Whether or not balancing tracks presents problems depends on the topographical or geographical composition of the school area and the ethnic distribution.

While many parents seem to find security in neighborhood grouping, bus schedules or ethnic distribution may mandate other arrangements. Participating schools have found random or alphabetical assignment is easier to administer and offers more placement opportunities. Once chosen, it is difficult to change the method of track assignment.

There need be no drastic change in the method of organizing individual classes. Class assignment of pupils may continue to be an administrative function or a responsibility of the teachers whether a traditional or year-round calendar is followed. Assignment to multigrade classes, however, is a probability. In many areas, ungraded or 2-, 3-, or 4- level multigrade classes are already functioning. In such instances, multigrading for year-round operation presents no problem. However, in a community where there is a tradition of one grade to a teacher, additional inservice may be needed by both staff and community.

Recommending the most acceptable system of assignment and anticipated needs will be the responsibility of this committee. If circumstances allow, pupil transfer into or out of the year-round program should be offered as an alternative. Transportation to or from school would, of course, become the responsibility of each family that makes such a choice unless the district provides busing.

Reporting and Record Keeping

Some variation in reporting and record keeping will be needed in most schools. Secretaries and/or attendance clerks should be involved in the work of this

committee as their help is invaluable to teachers. Frequently, due dates for certain reports which may be required by state law or local policy must be adjusted in order to be compatible with year-round schedules. Classified staff members are aware of these factors and are most qualified to recommend adjustments. The teaching staff is more aware of pupil progress reporting and class record keeping and should make recommendations in this area.

On a staggered 45-15 schedule, a progress report at the close of each attendance period is possible. With the simultaneous start of three tracks, however, the end of each approximately 12 week segment or quarter is more effective, especially if certain minimum days are established by the district for conferencing.

Parents are more concerned with the progress reporting aspect of record keeping. It is likely this committee may find it desirable to work in two sections; classified and certificated staff studying ways of handling school and district record keeping; certificated staff and parents planning methods of progress reporting. This committee will find that as other districts have moved toward more personalized instruction, the need for a different type of written report and for more conference-type reporting has become apparent. If open-space team teaching is to be part of the year-round program, teams may wish to work together to develop their own systems of reporting and record keeping so that information may be easily reported to parents and records made readily accessible to several teachers since each child will work with the various team members rather than with a single teacher. Such records can also accompany children as they advance in a new grade level or change unit membership during the school year. More

detailed information on the various stages of progress of each child is needed in the different subject areas, but teams will need to accommodate this record keeping to their degree of individualization.

Inservice does not stop with the implementation of a year-round program. The alternatives committee may find too many or too few options have been offered. The communications committee may need to find ways of informing parents new to the community about year-round school. The curriculum committee may find a need for classes geared to the three-week vacation period. The evaluation committee may want to make basic changes before the final evaluation instrument is issued. The facilities committee may find the storage facilities they have recommended are inadequate or too generous The personnel committee may find their plan over-ruled by a professional organization. The personnel committee and the pupil assignment committee may find enrollment shifts have upset their plans and as the year progresses, the reporting and record keeping committee may find a need to revise their revisions. All these may occur after the program is in operation.

The steering committee, previously mentioned, should also continue to operate as long as there is a need. It can be used for informal assessment of the program, may make suggestions for organizational or operational changes, and members can be called upon to assist others as additional district schools are added to the program or neighboring districts join the year-round school program.

Inservice is an ongoing activity in a year-round program, just as it is in a traditional one. There is always a need for change and updating in any

system. None of us can afford to sit and watch the world pass by whether we are just entering the field of education or looking forward to retirement. We can not merely maintain the status quo; we must look for better ways of doing things.

January 1974

ATTACHMENT I

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

DESIGNATION OF PILOT SCHOOLS FOR YEAR-ROUND AND EXTENDED DAY UTILIZATION OF FACILITIES 1972-73

January 25, 1972

The recommendations of the superintendent, which will be made at the January 25 meeting of the Board of Education, will be:

1. It is recommended that the Board of Education authorize the following 23 schools to continue their plan for 1972-73 in accordance with ongoing policies and practices:

   a. Schools where the expected enrollment in 1972-73 will not exceed capacity of post-Field Act classrooms:

Elementary		Secondary
Bencháley	Green	Dana Junior High
Cleveland	Hearst	Einstein Junior High
Forward	Marvin	Lewis Junior High
Foster	Silver Gate	Muirlands Junior High
Gage	Spreckels	Pershing Junior High
Grantville	Sunset View	Henry Senior High
		Madison Senior High

   b. Schools that will be using pre- and post-Field Act facilities:

Elementary	Secondary
Cabrillo	La Jolla Senior High
Loma Portal	Point Loma Senior High

Note: District administration will notify the principals of these 23 schools (and others who may have problems in housing their 1973-74 expected enrollment in safe buildings) that they are to prepare plans for operating their schools for the expected 1973-74 area enrollments. The plans are to be developed on the assumption that the schools of the designated areas will use only the regular and portable classrooms that are now on the school sites that have been built since 1933.

HOW CAN A PARENT WITH 3 CHILDREN TAKE A VACATION AT THE SAME TIME?

The geographic approach to assignments will keep all the children in a family or neighborhood together. However, certain circumstances could cause children in the same family to be on different schedules. In such an instance, consult your school administrator. Adjustments can be made.

HOW CAN BUILDING REPAIRS AND MAINTENANCE PROGRAMS BE CONDUCTED IF SCHOOLS ARE OPEN YEAR-ROUND?

It appears there would be no major changes in maintenance procedures, inasmuch as most school facilities are currently in use year-round.

WHAT DO YOU SEE AS A MAJOR CONSIDERATION IN THE ADOPTION OF THE 45-15 CYCLING PLAN?

The greatest need is for community understanding and support of a re-scheduled school year plan. However, failure of recent bond issues indicates the public expects to find another solution to current and future building needs.

HOW WILL THIS PLAN AFFECT VACATIONS?

All mandated holidays, plus one-week vacations at Christmas and in the spring, will be observed for pupils. With four additional three-week vacations distributed over each season of the year, families will be able to plan seasonal vacations and travel during months other than July and August.

HOW CAN TEACHERS CONTINUE THEIR INSERVICE TRAINING PROGRAMS IF SUMMERS ARE PRE-EMPTED?

Not all teachers accomplish inservice training and professional growth courses during the summer. Many teachers obtain this additional training or education by taking after-school or evening classes. Many problems, however, remain to be solved--and these problems will have to be solved by involvement of teachers under the "meet-and-confer" procedures established in California law.

WHAT HAPPENS TO CHILDREN WHO USUALLY GO TO CAMP IN THE SUMMER?

The cycling plan releases children during all four seasons. Camps in other areas are now preparing for year-round operation. Local camps will undoubtedly consider this possibility.

WHAT HAPPENS TO TEACHERS' SALARIES?

Teachers are now paid on the basis of an annual individual contract governed both by state law and district regulations. The present contract relationship is based upon 183 duty days (1971-72), and the salary is paid in 10 monthly installments. The solution to the problem also must be approached by meeting and conferring with members of the teaching profession and the classified service as required by state law.

WHY SHOULD THE SCHOOL SYSTEM CONSIDER ADOPTION OF AN EXTENDED DAY OR YEAR PLAN WHEN NOT ALL SCHOOLS REQUIRE ADDITIONAL SPACE?

Growing areas are already short of space and further crowding will be caused by the closing of pre-Field Act buildings. In some districts it has enabled school boards to close obsolete school buildings, reduce class size, or set the stage for the conversion of standard classrooms to learning centers or open classrooms. Frequently the closing of obsolete school facilities will reduce operating costs as well as set the stage for a better learning environment.

For further information, call:

PUBLIC INFORMATION OFFICE
SAN DIEGO CITY SCHOOLS
298-4681, Extension 381

THE EXTENDED SCHOOL DAY AND YEAR

Preliminary Information Regarding

Questions and Answers
About an Extended
School Year Cycling
Plan

The Board of Education on September 28, 1971 directed the members of designated schools to develop plans for operating their schools on a year-round or extended day operation. Plans are to be developed by the principals in cooperation with school faculties and school citizen advisory committees. In addition, a districtwide staff committee will study the feasibility of implementing a year-round school program in the entire district, developing these plans in cooperation with employee organizations and the Certificated Employee Council.

SAN DIEGO CITY SCHOOLS
San Diego, California

ATTACHMENT 2

SAN DIEGO CITY SCHOOLS

OFFICE OF THE SUPERINTENDENT
EDUCATION CENTER
4100 Normal St. San Diego, Ca 92103
(714) 298-4681

April 3, 1972

Dear Parents:

As you are probably aware, the Board of Education at its regular meeting on March 28, 1972, gave approval for a year-round school pilot program at six elementary schools--Balboa, Brooklyn, Curie, Sequoia, Tierrasanta, and Weinberger.

The year-round program selected by these schools is known as the 45-15 plan. This means that the school year is divided into four approximately 45-day (nine-week) attendance periods and 15-day (three-week) vacation periods. The pupils in each school are divided into four approximately equal attendance groups designated as groups A, B, C, and D. Except during the traditional winter and spring vacations and on holidays when everyone is on vacation, three of these groups are in school and one is on vacation at all times. Additional space is gained because of staggered vacation periods.

By starting three groups at one time, all four groups can complete a full year's work (176 school days) within a fiscal year. Since sixth graders will complete a full year's work by the end of June, they will be eligible to attend junior high summer school and be ready to enter regular junior high school classes in the fall.

All programs currently in operation in the six pilot schools will continue to operate on the year-round schedule. Summer sessions will be replaced by intersessions during the 15-day vacation periods. They will operate in the same manner and offer the same type of classes as were previously offered in summer school.

In addition to more efficient use of available space, the year-round school program will have as a major goal the improvement of learning for students.

A 45-15 plan offers considerable flexibility in programs and scheduling. For example, it should no longer be necessary for a child to repeat an entire grade as more individualized instruction, remedial work during an intersession, or reassignment to another section (attendance group) could solve the problem. Personal matters, such as the above, will be handled by the school principal on an individual basis.

Rescheduling the school year may create hardships for some parents. For others, it may offer opportunities for program variation or off-season vacations. Consequently, transfers into, or out of, the year-round program are possible through normal district procedures. Transportation of a pupil to a school other than the home school must be provided by the parent of the transferring pupil. All of the pilot schools, except Tierrasanta, can accept some transfers into the year-round program from other city schools. Parents who wish to request a transfer into, or out of, a year-round school should file this request with their home school principal as soon as possible.

I believe that this test of the feasibility of year-round schools is a move toward making the maximum use of school facilities and strengthening the quality of education in San Diego City Schools. This district will commit all of its human and material resources to that end and I hope we can count on your support in this endeavor.

Sincerely,

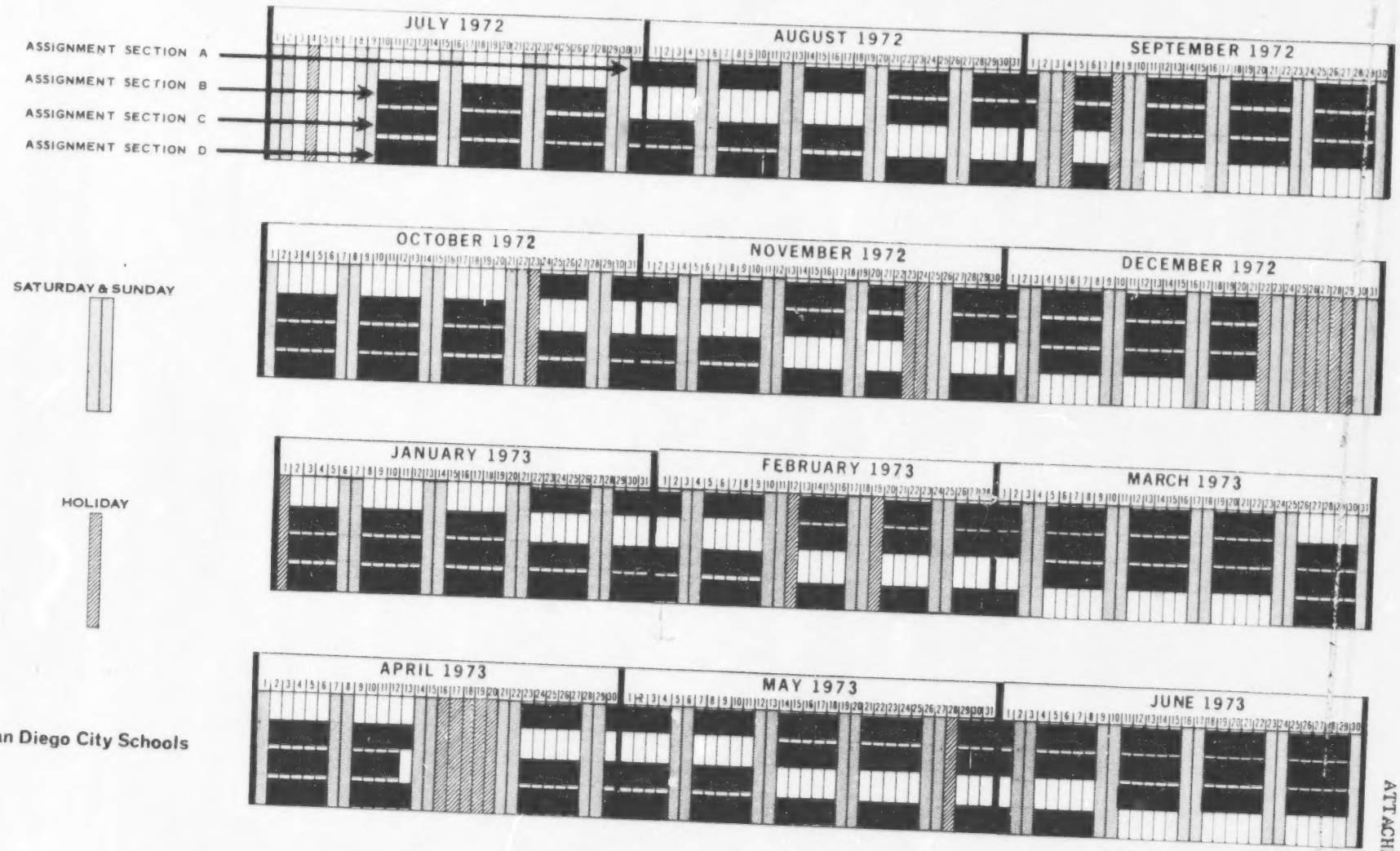
Thomas L. Goodman

Thomas L. Goodman
Superintendent

TLG:bf

PILOT YEAR-ROUND SCHOOL MASTER CALENDAR

1972–73



San Diego City Schools

ATTACHMENT 4

QUESTION REGARDING YEAR-ROUND SCHOOL

PERSONNEL DIVISION

Secretarial Staff

1. What options will be available to the classified employee? (Our suggestion would be flexibility at the local site, 10, 11, or 12 month as appropriate at site.)

2. What supplementary assistance will be available for coverage? (e.g. if employee chose 10 month assignment)

3. Has there been recognition of increased work load?

4. What problems will be incurred if site administrator has responsibility for arranging schedules for classified employees?

5. Can secretary assignment be changed so that principal/secretary can arrange coverage of office during vacation?

6. How and when will classified employees be involved in decision making regarding their own employment?

Custodial Services

1. Will there be a district crew for intensive cleaning since we lose the winter/summer cleaning period?

2. What consideration will be given to the need for the use of Saturdays as a part of custodial week assignments?

Food Services

1. What plans will be made for feeding children during summer months at year-round school?

Certificated Staff

1. When will teachers desiring transfers to other schools be given the opportunity to do so and how will this be implemented?

2. How can principals assist Personnel Division with paper work involved in teaching assignments?

3. Can someone in Personnel or Elementary Division be assigned the responsibility to work on details not yet identified?

4. What limitations will be placed on number of intersessions that a teacher can teach? (Who will determine this?)

5. What flexibility will teachers have in fulfilling their obligation to work the legally required number of days?

QUESTIONS REGARDING YEAR-ROUND SCHOOL (Con't)

6. What will happen to the retirement picture for teachers who get paid in twelve monthly payments?

Business Division

1. Will teachers have their salaries divided into twelve monthly payments?

2. Can these payments be sent directly to the bank, etc.?

3. Federal survey?

Student Services

1. Will we get these services year round and what are the plans: testing, district counseling, speech and hearing, etc.?

Elementary Division - Plans for:

1. Reteaching reading
2. Instrumental music
3. Report cards
4. Student teachers
5. Camp
6. Social health
7. Drugs and narcotics
8. Zoo schedule
9. Balboa Park schedule
10. Noon duty supervision

Programs Division - plans for providing:

1. Services of the specialists and district resource teachers
2. In-service opportunities for teachers
3. Professional Growth opportunities and extension classes
4. Curriculum services
5. Library services
6. Audio-visual services
7. State testing
8. Textbook inventory

ATTACHMENT 6

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: March 2, 1972

MEMO TO: Aftreth

FROM: Courter and Root

SUBJECT: PRELIMINARY PLAN FOR YEAR-ROUND SCHOOL CURRICULUM REVISION/CURRICULUM BRIEFING WORKSHOP--ELEMENTARY

Planning sessions and workshop activities will be developed to include all staff members of Balboa, Brooklyn, Curie, Tierrasanta, and Weinberger, Programs Division personnel, and possibly Sequoia. These activities will be planned for the spring semester and during the summer immediately preceding the beginning of each of two 12-month sessions assignments.

The objective of these sessions will be to design and produce plans for instruction to be used as guidelines by the teaching staffs beginning the summer of 1972. The plans will include:

a. Alternative scheduling plans.

b. Suggestions for the use of instructional materials in each curriculum area.

c. Suggestions for appropriate teaching strategies.

d. Suggestions for overall program management.

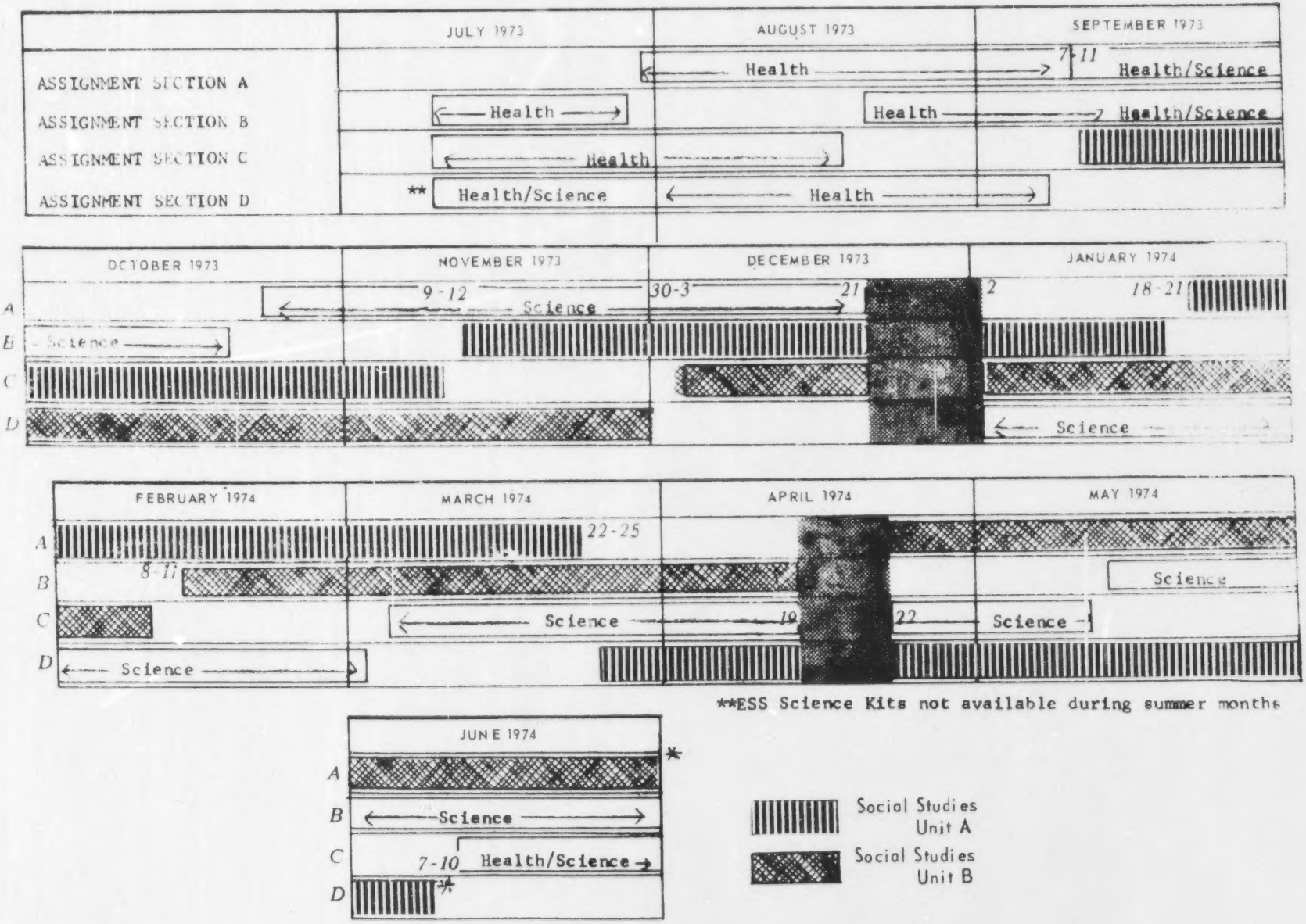
It is anticipated that the materials developed during the course of the workshop will be such that they can be used by other elementary schools going on the 12-month plan.

Teachers will be paid for their participation and administrators will be given compensatory time.

Costs for this plan are based on 100 percent participation by all teachers in the participating schools. An additional five teachers are included to allow for a possible growth factor at Curie, Weinberger, and Tierrasanta. Also included are 10 intern teachers from Balboa.

The planning and development teams will draft tentative plans for instruction during the spring semester 1971-72 with the assistance and reaction from two teacher representatives (one primary and one upper) and the principal from

SCHEDULE OF HEALTH, SCIENCE AND SOCIAL STUDIES FOR YEAR-ROUND SCHOOLS, 1973-74



Attachment

ATTACHMENT 8

EXCERPT FROM THE 45/15 PLAN EVALUATION SUMMARY*

1. Achievement

a. In order to test the two main hypotheses relative to standardized test achievement a non-randomized control group pretest--post-test design will be used with three additional schools serving as a control.

Reading and arithmetic tests will be administered to both experimental and control pupils in Grades 1, 2, 3, 4, and 5 in May 1972; in Grades 2, 3, 4, 5, and 6 in June 1973, and to Grades 3, 4, 5, and 6 in September 1973, as follows:

Pretest Date	Grades	Post-test Date
May 1972	1, 2, 3, 4, 5	--
--	2, 3, 4, 5, 6	June 1973
--	3, 4, 5, 6	Oct. 1973

Previous test growth for 1971-72 Grades 2, 3, 4, and 5 for both experimental and control groups will be ascertained and will be used in conjunction with the results from the above testings.

Analyses of variance and co-variance will be used for all test score experimental data analysis. Statistically, the .05 probability level will be considered to be significant for differences found. Unless, however, longitudinal growth patterns are maintained no statistical significance level will be considered of pratical importance.

b. Classroom performance and program improvement data will be obtained from:

(1) Questionnaires sent to parents, teachers, and principals.

(2) Classroom marks of pupils.

(3) Parent, pupil interviews (sampling).

2. Opinions, attitudes and pupil adjustment

a. Opinions, and attitudes towards program will be obtained from:

(1) Parent questionnaires, and interviews with parents and pupils.

(2) Teachers' and principals' questionnaires and interviews.

b. Pupil adjustment (Regular sessions and Intersessions)

(1) Same as a(1), above

(2) Same as a(2), above

(3) Teachers' and principals' observations

(4) Comparisons involving attendance data, illness records, discipline records, vandalism.

*Memo Boyer to Aftreth dated 5/15/72

each participating school. These representatives will meet on Saturday mornings to discuss the plans as they are being designed. This procedure will allow for the development of the tentative plans for instruction prior to the end of this school year.

On July 5, 6, and 7 or on July 26, 27, and 28 all teachers from each participating school will be encouraged to attend briefing sessions in each of the curriculum areas. One session will occur each day for three days. Briefing sessions will be conducted by curriculum specialists and planning and development staffs. The thrust of the sessions will be to introduce the suggested instructional plans as developed by the teams during the spring term.

Attached is an itemized budget for implementing the above plans.

lc:jb

Attachment